

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Carol Johnston
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner in the Wyke Regis area of Weymouth, Dorset. The whole of the ground floor is available for childminding, including use of a quiet room, playroom, kitchen and bathroom. There is a secure garden available for outdoor play. The childminder keeps a pet lizard and giant African snails, to which the children have supervised access. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom two may be in the early years age group. There are currently four children on roll, two of whom are in the early years age group. The childminder holds the National Nursery Examination Board (NNEB) qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, safe and secure in the warm and cosy environment. The childminder has a good understanding of how children develop and learn and she plans an extensive range of activities to support this. Most documentation is comprehensive. There are strong partnerships with parents and an effective flow of information each day. The childminder evaluates her practice continually to implement new ideas. She actively seeks out relevant training courses to develop her knowledge of all areas of childcare.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use the existing planning of activities to further enhance children's next steps in learning
- update the policies and procedures in line with the current Early Years Foundation Stage framework

The effectiveness of leadership and management of the early years provision

The childminder keeps her knowledge of safeguarding issues updated. She attends regular training courses and reads the information she has to ensure that she can confidently identify any possible signs of abuse. She is clear of what to do if a concern arises and who to contact. There is a safeguarding policy in place that is given to all parents. However, this along with all policies and procedures, requires updating to bring it in line with the current Early Years Foundation Stage framework. There is good supervision of the children at all times and the layout of

the rooms used mean that children can be seen in all areas, promoting their independence and free choice. The childminder has all the necessary safety measures in place such as stair gates and cupboard locks. Regular risk assessments of all areas of the home and outings are carried out to identify any areas of potential hazard and these are effectively addressed. Regular fire drills are carried out so that children are clear of what to do in an emergency.

The childminder demonstrates a commitment to continually improving her practice and keeps a notebook for ideas that she has for activities and equipment. Both her previous experience in childcare and her qualifications mean that she has an in-depth knowledge of how to help children learn and develop. This is evident in the observations and assessments of the children and the range of activities provided. Observations taken of the children are very meaningful and their next steps are assessed. The childminder writes out the plans for each week's activities, although children's next steps are not yet shown on these. The childminder has a very good understanding of where each child is in their learning and uses a topic framework to support a range of activities to cover the six areas of learning. Activities are adapted effectively for the age and stage of children. For example when cooking with the children, babies and toddlers get to use the big spoon to mix, pre-school children who are learning the alphabet look at the enlarged recipe and more able children measure the ingredients on the scales.

Equality and diversity are promoted throughout the activities. The childminder is aware of the need to help children learn how to respect others and their beliefs. There are a range of resources reflecting diversity such as puzzles, books and small world figures. In addition, children learn about different festivals. The children are currently learning sign language to help them become aware of others with disabilities. There are strong partnerships with parents. The childminder gives them a parent pack at the outset of care and they are invited to stay for as long as they wish when the child first attends. The assessment records are explained to them and frequent photographs are taken of the children during the day which are given to parents as a keepsake. When parents arrive to collect the children, the childminder explains in detail the day's events and which activities the children enjoyed. For children who attend pre-schools for parts of the week, there is three way communication. The childminder gives the parent the assessment folder to give to the pre-school to show what the child is doing in her care. Feedback is then invited from the pre-school to help the childminder plan relevant activities. Recently, the childminder became aware of a child's particular interest while in the pre-school and she planned activities to support and extend this.

The quality and standards of the early years provision and outcomes for children

Children have a lovely range of age-appropriate toys to choose from. There are musical pushbutton toys, shape sorters, role-play equipment, books, puzzles, construction blocks, board games, arts and crafts, small world and sand and water. There is a dedicated playroom with child sized sofas, chairs and tables for them to use and bright displays of paintings and collages that they have done. The

childminder is very creative in her use of resources, making things such as ribbon streamers for children to dance with and a heuristic treasure box containing interesting, textured items for babies to feel and explore. She encourages toddlers to try a range of new movements to gain control over their bodies, for example, patiently helping one toddler to keep trying throwing a ball to her. Children also have yoga sessions where they learn how to stretch and bend their bodies. The childminder links this into animal topics and the children pretend they are different animals, making different movements. There are alphabet and number posters and all children are encouraged to use crayons and pencils to make marks, with older ones being encouraged to write their names. Children enjoy dancing and use their ribbon streamers to swirl around, laughing as the ribbons move around with them. The childminder supports the play well, talking to the children about what they are doing, asking questions and pointing out numbers and colours. She has a very gentle, warm and caring way with the children and they are extremely settled and secure with her.

Children's health is very well promoted. The childminder cooks fresh produce each day for the children and there is a menu printed in advance for parents to see. Meals such as vegetable stir fry, lentil curry, chicken and cous cous and spaghetti bolognese are provided and these are puréed for younger children. In addition, there are healthy snacks of fruit each day and children are encouraged to learn about the types of food that are good for them. They visit a local supermarket and investigate the different items on display, the childminder purchases unusual ones and brings them home for the children to try. There are also games with the play food and children sort which ones are good and not so good for them. Children are planting and growing vegetables and will eat them when ready. There are daily walks in the local area to look at the world around them and to parks where they can play on large equipment. In the summer months, children enjoy taking a bus to the beach where they spend the day having fun.

Children learn about their personal safety as the childminder talks about road safety and stranger danger when they are out walking. They make golden rules for the home so they know that they must not climb on furniture or run when inside. Children behave well and older ones are encouraged to support the younger ones during their play, helping them become responsible and respectful. Children are valued as individuals by the childminder and she takes great care to meet the needs of every child, respecting their routines from home and their interests. Children are readily praised and the childminder claps and says well done when they try a new activity. This helps to build their confidence and self-esteem. The childminder is a very positive role model for the children, helping them learn to be caring and kind individuals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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